












**Grade 3 Math: Weeks 19-22 January 14- February 22
2012-2013**

Standards		Lessons	Teacher Notes												
Standards with Red Keys are priority standards.															
<div></div> <p>3.OA.7 - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing $8 \times 5=40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Learning Target: I can fluently multiply, demonstrate from memory products of two one-digit numbers, and divide within 100.</p>	<div></div>	<p><i>To address the KCAS Standards, the following should be included in instruction:</i></p> <p>Math Investigations Unit 7 •1.1 – 1.4, 1.4A – 1.4B, 1.5 – 1.6, 2.1 – 2.4</p> <p>Gap Lesson: • Fractions on a Number Line</p>													
<div></div> <p>3.NF.1 – Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>Learning Targets: I can recognize that a unit fraction is formed when a whole is divided into equal parts. I can express a fraction as the total number of unit fractions.</p>	<div></div> <div></div>	<p>Vocabulary equal parts, numerator, denominator, fraction, equivalent, comparison, justify http://www.amathsdictionaryforkids.com/</p>													
<div></div> <p>3.NF.2 – Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>Learning Targets: I can represent each equal part on a number line with a fraction. I can explain that the endpoint tells the size of the fraction starting from 0.</p>	<div></div> <div></div>	<table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>3.OA.7</td><td></td></tr><tr><td>3.NF.1</td><td></td></tr><tr><td>3.NF.2</td><td></td></tr><tr><td>3.NF.3</td><td></td></tr><tr><td>3.G.2</td><td></td></tr></table>	Formative Assessment Opportunities		3.OA.7		3.NF.1		3.NF.2		3.NF.3		3.G.2		
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<div></div> <p>3.NF.3 – Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size , or the</p>	<div></div> <div></div>														

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<p>same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{4} = \frac{2}{8}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point on a number line diagram.</i></p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Learning Targets:</p> <p>I can recognize that two fractions are equivalent if they are the same size or are located at the same point on a number line.</p> <p>I can recognize and write simple equivalent fractions.</p> <p>I can explain why two fractions are equivalent.</p> <p>I can rename a whole number as a fraction.</p> <p>I can identify a fraction that is equivalent to a whole number.</p> <p>I can recognize whether two fractions refer to the same whole in order to compare their sizes.</p> <p>I can compare two fractions with the same numerator or the same denominator by reasoning about their size.</p> <p>I can use $>$, $=$, or $<$ symbols to record my comparison of two fractions and justify my conclusions.</p>			
<p>3.G.2 – Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p> <p>Learning Targets:</p> <p>I can partition a shape into parts with equal areas.</p> <p>I can label the area of each equal part using a unit fraction of the whole.</p>	